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Behavior Management Interventions for Effective Classroom Management in Alternative
Education

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A Capstone project for the Bachelor of Arts in Human Development and Family Studies

California State University, Monterey Bay

Behavior Management Interventions for Effective Classroom Management in Alternative Education

Alternative education environments serve a diverse set of students with individual needs. Educational Options is a term synonymous with “alternative education”, helping students to meet the standards and objectives of typical education through modified interventions (California Department of Education, 2017). The need for individualized interventions is large; to assist in addressing this need I created training curriculum for staff in Community Day Middle School on Monterey Peninsula Unified School District’s Educational Options campus. Community Day Schools serve students who have been expelled from school due to recurring problems with attendance and behavior. The training presents structured and empirically-based interventions to better identify and manage adverse behaviors in an alternative classroom through best practices.

Needs Statement

Each student placed in a day school has been expelled from their local public school and arrives with various needs. Alternative settings have some existing behavior management systems in place, but none that are individualized to each student. The staff are often untrained, and unprepared for the variety of modifications each student will require. Identification of person-level factors can help to personalize the interventions; these should be specific to the demographic and can include function, psychiatric diagnoses, internalizing and externalizing behaviors, behavior severity, substance abuse, and gang involvement (Wassermann et al., 2003).

Throughout recent history, new legislation has begun to focus on the need that alternative schools have. In the United States, between 2000 and 2001, there were 10,900 public alternative

schools (Kleiner, Porch, & Farris, 2002). Of these schools, roughly 12% of students in alternative education qualified for special education services and have Individual Education Programs. This number is expected to be even more dramatic, acknowledging that this data is somewhat outdated. A lack of research done on the effects of staff interventions in alternative education is reflective of the need for trainings such as this capstone. As of February 2017, there are roughly 800 public alternative education schools in California (De Velasco, Gonzales, 2017). The California Legislative Analyst's Office recently completed a review that concluded alternative education schools do not have an adequate accountability system, and using current statistics and resources, was unable to establish either short-term expectations or long-term objectives. The lack of accountability includes no authoritative standards, and no effective way to assess how these school serve high-need populations.

The high number of special education students enrolled in alternative education create a need for staff that is trained. Teachers and principals who work in educational options have reported that they struggle facilitating professional development opportunities (De Velasco, Gonzales, 2017). Professional development is crucial when it comes to serving vulnerable youth. Best practices identify categories that need additional guidance in the alternative education community; two of the needs include: strategies for developing a supportive climate for learning in alternative settings; and skill development in identifying early warning signs of student disengagement (De Velasco, Gonzales, 2017).

This capstone is designed to help fill the need for both professional development with the intent of lending itself to a more supportive climate for staff, and the need for proper identification of potential student disengagement. Community Day Middle School has time set

aside on a weekly basis and refers to this collaboration time as a Professional Learning Community (PLC). The function of PLCs are to create a process of whole-staff involvement to reflect on current instructional practices and desired student behaviors. Weekly PLC meetings aim to monitor progress in an effort to ensure success and enables staff to learn from one another. I created this training with the long-term goal of staff appropriately utilizing the time spent in PLC meetings to perform in-depth and critical analyses of what is working, and what is not working, for each student in the class to enhance student achievement.

Developmentally Appropriate Practice

In alternative education, the students have already exhausted their opportunities to succeed in a general education environment. Interventions are designed play a crucial role in the student's eventual reintegration into general education; when there are unresponsive teachers with unsupportive classroom methods, it can result in developmental needs left unmet. Unmet needs can lead to a decline in academic motivation, especially in urban, ethnically diverse school contexts (Alley, Ellerbrock & Kiefer, 2014). Community Day School in Seaside, California, enrolls students whom have received a series of behavior infractions and have been expelled from traditional school. Since students have different terms to their expulsion, optimally, teachers and other staff should be creating individualized methods of classroom management and behavior intervention techniques. Given that the students at Community Day Middle School are young adolescents, it is useful to understand the developmental implications to any classroom and behavior management system.

Adolescence is a time of identity versus role confusion, according to Erikson's theory; one where an adolescent is searching for balance between childhood and adulthood. This time is

marked by “changing emotional, cognitive, and social needs and personal goals as they mature” (Eccles, 2004). By modifying current curriculum and classroom management to developmentally appropriate practices, Community Day School will have a better opportunity to provide a more impactful environment, for both academic improvement and for the students to reach intermittent behavioral checkpoints of success.

The eighth stage of Erik Erikson’s theory of psychosocial development occurs during middle adulthood, approximately between the ages of 40 to 65. This developmental stage is known as Generativity versus Stagnation and acknowledges an adult’s need to nurture things that will outlast them. Characteristics of stagnation include self-centration, failing to get involved with others, lack of interest in productivity, no efforts to improve the self, and the placing of one’s concerns before all else (Cherry, 2018). The training created for this capstone will help to provide staff with tools that will help them to feel more productive and effective within their career. Feeling a sense of pride and accomplishment in their work can help to produce feelings of productivity; this success may help staff to better manage difficult populations and high-need students. Productivity may help to affirm and resolve feelings of generativity, helping staff to recognize their impact and the need for the structure they may provide for students.

Operant conditioning plays a role in education, with the goal of promoting desired behavior, and removing undesired. Students will likely exhibit desired behavior to elicit a reward, and stop undesired to avoid punishment, or consequences. By introducing a consistent and clear reward system in Community Day Middle School, student behavior may be shaped through positive reinforcement. Positive reinforcement can be implemented through the use of a desirable reward system. With the help of this training, staff will be able to identify

high-behavior problems on an individual basis and provide students with better strategies to cope within their school day. Once these are identified, desirable behavior can be positively reinforced and students will see the direct effect of meeting their goals.

Consideration of Diversity

Familial socioeconomic status has a direct influence on an adolescent's educational success. Within low-income communities, there are higher rates of economic stress and access to academic resources. Karl Marx first proposed the idea of stratification; sociologists Kingsley Davis and Wilbert Moore published the Davis-Moore thesis in 1945. The functionalist perspective surrounding stratification includes economic and social factors. Within the education system, stratification is demonstrated through access, socioeconomic status, and quality of schools and teachers. Residential stratification states that people live in neighborhoods they can afford, and schools reflect the wealth of the surrounding neighborhoods. Schools begin to accumulate children of similar backgrounds, the funding and hiring of teachers is decentralized, leading to a school's resources reflecting the wealth of surrounding geographical locations and teachers who were unable to find a more desirable atmosphere (Mostafa, n.d.). There is a large diversity gap seen in many schools, one where residential stratification has led to reduced availability of textbooks, instruction materials, curricula, and qualified staff.

The National Center for Education Statistics provided demographic statistics for Community Day Middle School for the academic year 2015-2016. The turnover rate in the classroom is high, with students enrolling and exiting too frequently to find current and up-to-date information. For the 2015-2016 academic year, student demographics are reported to be one Asian student, two Black, four Hispanic, and one White. Education Data Partnership (Ed

Data), reports that from 2012-2017, 100% of the teachers in the Community Day Middle School classroom were White. Community Day Middle School only employs one teacher for the room; statistics are reflective of an ethnic divide between staff and students.

Diversity can relate to a variety of factors within a school context, often with the inclusion of students' non-typical responses to general education environments; responses can be learned at home and generalized to school (Tobin, Sprague, 1999). Providing another consideration to diversity is to acknowledge Adverse Childhood Experiences (ACES).

Approximately one in three children have experienced significant ACEs (Stevens, 2012). Area Health Education Center of Washington State University did a study that concluded students who have at least 3 ACEs are three times as likely to experience academic failure, five times more likely to have attendance problems, and six times as likely to have behavioral problems. These experiences may lead students to mistrust teachers and school site staff, due to the inability to create and maintain relationships (Stevens, 2012). When schools are trauma-informed or trauma-sensitive, punishment cannot be punitive; schools need to be able to provide behavioral consequences that will not traumatize. The curriculum that I created for my capstone promotes positive reinforcement, proven to provide more effective interventions when working with these trauma-exposed students. When staff can help students to identify antecedents for behaviors, they can help these students to recognize their own triggers, and work on shaping behavioral responses.

Learning Outcomes

I intend to administer two, hour long training sessions with the staff who work directly with the students enrolled in Community Day School's middle school program.

After the training, staff will:

1. identify personal weaknesses and strengths in managing behavior learned within parameters of the training.
2. generate examples of individualized interventions with students enrolled in the program.
3. analyze student behavior utilizing antecedent, behavior, consequence (ABC) format.

Method

Day 1

To begin, I will outline the training with the staff. I will explain that the training will occur twice over the course of two weeks. The training will occur during a weekly Professional Learning Community meeting and will take one hour. The participants will include a long-term substitute teacher, two classroom support staff members, the program secretary, and the vice principal. The staff involved in the training were selected because they all have direct interactions with the students in Community Day Middle School. I will start the training by administering a pre-training questionnaire, Classroom Management Strategies Questionnaire; this will serve as a baseline for assessing current classroom management styles. The same questionnaire will be administered post-training. The survey is relatively brief and will take about ten minutes to complete. See Appendix A for the questionnaire. After distributing the questionnaire, as a group, we will discuss the results, and I will ensure that we focus on any areas that are lacking, or where the staff feel that they need more support. Then, I will distribute the

“Antecedent, Behavior, Consequence Data Sheet” that assists in the identification of patterned behavior, and best practices surrounding behavior intervention and management. See Appendix B. Next, we will look at and discuss how to fill out an “ABC Analysis” data sheet. Using examples that are specific to students in the program will help to demonstrate the function of data sheet analysis. See Appendix C. I will end the training session by distributing blank “ABC Analysis” data sheets so that staff may utilize them in context, assessing a student in the classroom. The staff will be asked to complete and bring their “ABC Analysis” sheet on one student to the second session in order to discuss and analyze practical application in the classroom.

Day 2

The training will begin with a discussion on the participant’s completed “ABC Analysis” sheet. The whole-group discussion will include analysis of use in the classroom, and how useful the staff found the behavior tracking data sheet to be in application. To better understand best practices and behavior intervention at a basic level, I will distribute, “Ways to more effectively eliminate disciplinary problems, examine behavioral techniques, encouragement, and consistency in classroom management.” To see this handout, reference Appendix D. This sheet will offer alternative verbiage for staff to use during high-intensity moments in the classroom to help with behavior de-escalation, paired with refocusing and emergency intervention techniques. During the discussion, we will review how to track long term behaviors, and how to determine whether an intervention was found to be effective. Staff will be asked to discuss common behaviors seen in the classroom and identify current antecedents and consequences. As a group, we will discuss new ways to more effectively incorporate standardized positive based

interventions into current classroom management that could help to reduce high-intensity behaviors. I will ask each staff member to demonstrate a more positive way to shape behavior for a student, other than implementing a negative consequence. To end the training, I will distribute the Classroom Management Strategies Questionnaire to see if personal strengths or weaknesses changed from the pre-training questionnaire. I will also administer a Post-Survey that will ask a variety of open-ended questions that relate to the pre-training questionnaire and asks staff to analyze student behavior and generate individualized interventions. The Post-Survey can be seen in Appendix E.

Results

While the training initially included five participants, only three completed the training. Due to scheduling issues, one participant began the training, but was unable to attend the second training. The long-term substitute teacher who began the training and filled out the pre-training questionnaire, left the position prior to the second training. This left three participants: two support staff members and the vice principal.

Learning outcome 1 required the participants to identify personal strengths and weaknesses in classroom behavior management. The participants completed a pre and post questionnaire; their answers were compared in order to demonstrate personal growth after the training. Completed pre-questionnaires can be seen in Appendix F. Post-training questionnaire results can be seen in Appendix G. Out of 16 total questions, one participant demonstrated growth in five areas, and one demonstrated growth in seven, and one demonstrated growth in twelve. The learning outcome did not have specific parameters which would demonstrate

growth, but with an increase in both confidence and frequency of classroom management strategies with both participants, I consider this outcome to have been met.

Learning outcome 2 asked participants to generate examples of individualized interventions for a student in the program. The participants completed a survey at the end of the training, which asked them to provide a narrative on various behaviors and situations seen in their day-to-day interactions in the classroom. See Appendix H for completed post-surveys. One participant was able to describe and appropriately modify a current classroom expectation where students are expected to remain in the classroom during instruction and described how to modify the intervention to accommodate a student's need to be outside and complete work outside of the room for an allotted amount of time. This type of response was considered to be a correct and adequate intervention, given that the participant allowed for the student to complete the assignment in an alternative environment while still completing the task. Previously the participant would have seen this behavior as a task avoidant behavior. A second response to this learning outcome was that a student would be allowed to listen to music while completing a task; previous to this modification, students were not allowed to listen to music during academic instruction. This outcome was successfully met by the participants.

Learning outcome 3 was that the participants would complete and analyze a student's behavior using Antecedent, Behavior, and Consequence (ABC) format. I provided staff with an ABC Analysis (Appendix C) chart and asked them to complete it between training sessions. The three participants completed at least one behavior analysis utilizing the charts and successfully identified a student's behavior and an antecedent to the behavior. See Appendix I for a completed ABC Analysis chart. The analysis was completed through identifying consequences

and possible functions of the behavior. With the exception of one behavior identified, the charts were successfully completed with at least three behaviors identified. The most common function of behaviors identified were attention seeking and escape, frequently demonstrated through throwing objects paired with non-compliance. Overall, the participants successfully met this outcome.

Discussion

I believe this project was a success. When I began working at Community Day Middle School, I served both the middle and high school classes on the Alternative Options campus. Though these classrooms are kept separate, they are both high-need classes with students whose backgrounds are diverse ranging from those who are on Individualized Education Programs to those with conduct disorders or gang affiliation. This capstone was crucial to helping reform the current behavior interventions used by staff in the classroom.

I was recently began working in the special education program on the Alternative Options Campus. Shortly after beginning, the principal asked if I could fill an open long-term substitute teaching position in the middle school classroom where I conducted my capstone. Before I started teaching, I asked for copies of Individualized Education Programs for three students in the class who have Behavior Intervention Plans. The Behavior Intervention Plans used the same verbiage that the training which I conducted did, indicating success of the project in addition to the need for the training. The Behavior Intervention Plans identified each student's triggers, behaviors, and correct interventions for various situations, exactly as described in my training.

There are not many studies done on effective behavior interventions in alternative education. Many schools utilize Positive Behavioral Interventions and Supports (PBIS), though not directly intended for alternative education environments. The PBIS school-wide approach promotes prosocial behavior, utilizing uniformed behavior expectations and interventions. This evidence-based approach to behavior management addresses students with severe needs, using a three-tiered system. For my capstone project, I worked with staff to identify behaviors, triggers, and consequences for students; tier three intervention of the PBIS encourages wraparound planning and individualized intervention plans. Since taking over the class, I have seen an increase in desired behaviors, and I attribute this to the individualization of expectations and consistency among staff.

This training was tailored for the staff to understand the developmental needs of adolescents in challenging environments and to help staff use more effective techniques when interacting with the students. Using Behaviorism, a main theme of the training was to understand that environment has a formational impact. The adolescents in Community Day Middle School demonstrate learned behavior from previous interventions, or lack thereof. B.F. Skinner's operant conditioning argues that when presented with positive stimulus, desired behavior will increase rather than punishment or negative consequences. This correlates with Albert Bandura's social learning theory. When staff who work with challenging students are able to model and demonstrate appropriate and desired behaviors, the students are more likely to learn through imitation and prosocial interactions between staff and students. Creating an environment that fosters prosocial behavior should improve student behavior; when teachers experience small

victories when they were not previously, it can help them to feel that they are contributing to future academic and behavioral success with their students.

A crucial piece to this capstone was the diversity of the students in the middle school class. All of the students in the class have come from Title I schools in Monterey County. The students come from diverse backgrounds and present diverse needs; staff is not as diverse, posing a potential conflict when it comes to serving at-risk populations. The lack of diversity between students and staff may contribute to a culture clash between the two. The majority of staff on campus are Caucasian, creating a racial divide between the students and teachers. With the consideration of diversity, staff can create more relevant content and work within the framework that each student brings to the class. Typical general education classrooms function from a collectivist approach, without considering the diversity of the students. Community Day tried this approach, and with the start of the new quarter, implemented new behavior expectations, individual to each student, considerate of each student's mental health, learning needs, and external environmental influencers. There have been rough days in the classroom, but with consistency, working within compliance of IEP's in the room, and the modification of more level-appropriate academic content, we have seen much success in a short period of time when we compare it to previous quarters. I have subsequently implemented a new tracking system for completed work, and a new reinforcement system that allows for students to earn a minimally preferred reward even if they struggled throughout the day. We focus on positive reinforcement, letting the students know that their effort does not go unnoticed, and even the most negative and non-preferred behaviors do not constitute a bad day. There is always a chance to improve and turn a "bad day" around.

If I had to do this capstone again, I would develop a training that integrated staff and students. I have found that behavior intervention works best with adolescents who are cognizant of the interventions and desired behaviors. These are capable students; if given some control in their school day and given agency over their actions, they will begin to take pride in their success.

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Appendix A

Classroom Management Strategies Questionnaire

Classroom Management Strategies Questionnaire

Staff Member's Initials: _____

How Confident are you:

Not at all Confident ①, Little Confidence ②, Neither ③, Somewhat Confident ④, Very Confident ⑤, Not Applicable ⑥

1. in managing current behavior problems in your classroom
① ② ③ ④ ⑤ ⑥
2. in your ability to manage future behavior problems in your classroom
① ② ③ ④ ⑤ ⑥
3. in your ability to provide structure and predictability of explicit classroom routines, specific directions, etc.
① ② ③ ④ ⑤ ⑥

In a Typical Week, How Frequently Do You:

Always ①, Frequently ②, Occasionally ③, Rarely ④, Seldom ⑤, Never ⑥

1. maximize structure and predictability in the classroom (e.g., explicit classroom routines, specific directions, etc.)
① ② ③ ④ ⑤ ⑥
2. review and reinforce 3-5 positively stated expectations or rules
① ② ③ ④ ⑤ ⑥
3. acknowledge appropriate behaviors more frequently than inappropriate behaviors
① ② ③ ④ ⑤ ⑥
4. reward targeted positive behaviors with incentives
① ② ③ ④ ⑤ ⑥
5. reprimand in a loud voice
① ② ③ ④ ⑤ ⑥

6. utilize individual incentive programs
① ② ③ ④ ⑤ ⑥
7. give clear, positive directions
① ② ③ ④ ⑤ ⑥
8. use emotion coaching
① ② ③ ④ ⑤ ⑥
9. use nonverbal signals to redirect student who is disengaged
① ② ③ ④ ⑤ ⑥
10. review discipline hierarchy according to student's developmental ability (e.g., are current discipline methods effective for the students)
① ② ③ ④ ⑤ ⑥
11. collaborate with other staff members for solutions and support
① ② ③ ④ ⑤ ⑥
12. offer support to other staff
① ② ③ ④ ⑤ ⑥
13. encourage a positive school community (e.g., include teacher aides, share successes with other staff, principals)
① ② ③ ④ ⑤ ⑥

Comments:

Thank you

Appendix B

Antecedent, Behavior, Consequence Data Sheet

Antecedent * Behavior * Consequence* Data Sheet

Every behavior has a function or serves a specific purpose for that individual. Many times, people who have difficulties communicating learn inappropriate ways to get their needs met. Before we make any changes, we have to understand why that person is engaging in a specific behavior.

The ABC Data Sheet:

- Helps identify patterns of behavior
- Clearly identifies what is maintaining the problem behavior

Identify what are the problem / target behaviors:

- First you have to define the problem behavior clearly.
- State what the behavior looks like
- Anyone who reads the definition should be able to determine if they observed a target behavior

What are Antecedents?

- An antecedent is anything that occurs before the target behavior
- Look to identify what happened immediately before the person engaged in the target behavior
 - Did someone give an instruction to the person?
 - Did the person ask for some food / item and the DSP said no?
 - Did a DSP leave the area where the person was sitting?

What are Consequences?

- A consequence is anything that occurs after the target behavior
- Look to identify what happened immediately after the person engaged in the target behavior
 - Did the DSP terminate/stop the instruction?
 - Did the DSP say "stop" or "no"

Appendix C

Blank ABC Analysis Chart

ABC Analysis

Date ____/____/____ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

[illegible]

Appendix D

Eliminate Disciplinary Problems and Examine Behavioral Techniques Handout

Ways to more effectively eliminate disciplinary problems, examine behavioral techniques, encouragement, and consistency in classroom management

Curriculum borrowed and adapted from "Student mood awareness and rapid teacher response (SMARTR™), "Teach-T"os™" teaching-to classroom rules, Refocus™: eliminating multiple warnings and repeated requests, Student and teacher relationships: unconditional positive Regard, and "Time to Teach"

Avoid power struggles

Defending credibility

Past history

Button pushing

Debate bait: eliminate warnings and multiple requests-*consistency!*

Push-Asides: "I will push aside the behavior *for now*, and deal with it later."

Walk-Aways: "I will decide to walk away from this behavior." (Give no response to/drop)

*For PA's and WA's: keep in mind the student might be having a bad day; *you* know *your* students best and what they need from you

-Neglecting to set clear expectations

-Losing it over the "little stuff"

-Good behavior must be taught systematically

-Personal space: 1.5-3 feet

-Avoid power struggles

-Calm is contagious

Refocusing: most powerful solution to problem behavior

1. Eliminate repeated warnings and or multiple request

2. Contingently withdraw attention when a problem behavior occurs
3. Retain behavioral momentum: a sequence of high probability compliance commands
4. Refuse to reach the unbearable limit
5. Developing self-control takes a lot of practice

Teachers waste 3000 to 5000 words a day on low level behaviors.

Diffusers

I understand

Probably so

Regardless

Nevertheless

I'm sorry

Emergency Intervention for Low-Level/Minor Event/Admin Intervention (Room 7)

1. Calm request
2. Administrator/trained personnel arrive
3. Teacher directive *never give away your authority
4. Refocus in alternative setting
5. Welcome back

Appendix E

Blank Post-Survey

Initials_____

Post-Survey

- 1. Prior to the training, what did you feel was your greatest strength in behavior management in the classroom?**

After the training, do you feel this has changed? If so, in what way?

- 2. Prior to the training, what did you feel was your greatest weakness in behavior management in the classroom?**

After the training, do you feel this has changed? If so, in what way?

3. List three positively stated classroom or school rules/expectations, either rewriting current rules or creating new ones.

4. Identify one antecedent, behavior, possible function of behavior, and consequence for one student in your class. (Please remove any personal identifiers)

5. What is one way you could individualize or modify a current classroom expectation to better serve a student in your classroom? (Example- Current rule: Remain seated during classwork. Individualized/Modified rule: Student may sit or stand to complete work; if compliant during working session, may take a 5 minute break outside for every 15 minutes of work completed.)

[illegible]

Thank you for your participation!

Appendix F

Classroom Management Strategies Questionnaire Pre-Training Questionnaire

Classroom Management Strategies Questionnaire

Staff Member's Initials: DD

How Confident are you:

Not at all Confident ①, Little Confidence ②, Neither ③, Somewhat Confident ④, Very Confident ⑤, Not Applicable ⑥

1. in managing current behavior problems in your classroom
① ② ● ④ ⑤ ⑥
2. in your ability to manage future behavior problems in your classroom
① ② ③ ● ⑤ ⑥
3. in your ability to provide structure and predictability of explicit classroom routines, specific directions, etc.
① ② ● ④ ⑤ ⑥

In a Typical Week, How Frequently Do You:

Always ①, Frequently ②, Occasionally ③, Rarely ④, Seldom ⑤, Never ⑥

1. maximize structure and predictability in the classroom (e.g., explicit classroom routines, specific directions, etc.)
① ② ③ ④ ● ⑥
2. review and reinforce 3-5 positively stated expectations or rules
① ● ③ ④ ⑤ ⑥
3. acknowledge appropriate behaviors more frequently than inappropriate behaviors
① ● ③ ④ ⑤ ⑥
4. reward targeted positive behaviors with incentives
① ● ③ ④ ⑤ ⑥
5. reprimand in a loud voice
① ② ③ ● ⑤ ⑥
6. utilize individual incentive programs
① ● ③ ④ ⑤ ⑥

7. give clear, positive directions

① ② ● ④ ⑤ ⑥

8. use emotion coaching

① ② ③ ● ⑤ ⑥

9. use nonverbal signals to redirect student who is disengaged

① ② ③ ● ⑤ ⑥

10. review discipline hierarchy according to student's developmental ability (e.g., are current discipline methods effective for the students)

① ② ● ④ ⑤ ⑥

11. collaborate with other staff members for solutions and support

① ② ③ ④ ● ⑥

12. offer support to other staff

① ② ③ ● ⑤ ⑥

13. encourage a positive school community (e.g., include teacher aides, share successes with other staff, principals)

① ② ③ ● ⑤ ⑥

Comments:

Thank you

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Appendix G

Classroom Management Strategies Questionnaire Post-Training Questionnaire

Classroom Management Strategies Questionnaire

Staff Member's Initials: DD

How Confident are you:

Not at all Confident ①, Little Confidence ②, Neither ③, Somewhat Confident ④, Very Confident ⑤, Not Applicable ⑥

1. in managing current behavior problems in your classroom
① ② ③ ☒ ④ ⑤ ⑥
2. in your ability to manage future behavior problems in your classroom
① ② ③ ☒ ④ ⑤ ⑥
3. in your ability to provide structure and predictability of explicit classroom routines, specific directions, etc.
① ② ③ ☒ ④ ⑤ ⑥

In a Typical Week, How Frequently Do You:

Always ①, Frequently ②, Occasionally ③, Rarely ④, Seldom ⑤, Never ⑥

1. maximize structure and predictability in the classroom (e.g., explicit classroom routines, specific directions, etc.)
☒ ① ② ③ ④ ☒ ⑤ ⑥
2. review and reinforce 3-5 positively stated expectations or rules
① ☒ ② ③ ☒ ④ ⑤ ⑥
3. acknowledge appropriate behaviors more frequently than inappropriate behaviors
① ☒ ② ③ ☒ ④ ⑤ ⑥
4. reward targeted positive behaviors with incentives
① ② ☒ ③ ④ ⑤ ⑥
5. reprimand in a loud voice
① ☒ ② ③ ☒ ④ ⑤ ⑥
6. utilize individual incentive programs
☒ ① ② ③ ④ ⑤ ⑥

7. give clear, positive directions
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

8. use emotion coaching
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

9. use nonverbal signals to redirect student who is disengaged
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

10. review discipline hierarchy according to student's developmental ability (e.g., are current discipline methods effective for the students)
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 0

11. collaborate with other staff members for solutions and support
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

12. offer support to other staff
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

13. encourage a positive school community (e.g., include teacher aides, share successes with other staff, principals)
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 0

Comments:

*This activity was helpful to
 provide alternate strategy in
 handling day-to-day situations
 w/ different students.*

Thank you

Appendix H

Completed Post-Survey

Initials: DD

Post-Survey

1. Prior to the training, what did you feel was your greatest strength in behavior management in the classroom?

Patience when dealing w/ student behavior/issues.

After the training, do you feel this has changed? If so, in what way?

It has encouraged me to stay positive & calm when dealing w/ behaviors.

2. Prior to the training, what did you feel was your greatest weakness in behavior management in the classroom?

Utilizing creative/structured ways to handle/curb behavior.

After the training, do you feel this has changed? If so, in what way?

With a more clear understanding of triggers I can implement individualized ways of dealing w/ behavior based on individual students.

3. List three positively stated classroom or school rules/expectations, either rewriting current rules or creating new ones.

staying seated while working
asking to leave classroom
appropriately asking for breaks (during classtime)

4. Identify one antecedent, behavior, possible function of behavior, and consequence for one student in your class. (Please remove any personal identifiers)

One example would be a student who refused to complete a planned work activity. All students were asked to complete a page of math, this student was defiant & chose to sit at their desk, trying to engage other (working) students.

5. What is one way you could individualize or modify a current classroom expectation to better serve a student in your classroom? (Example- Current rule: Remain seated during classwork. Individualized/Modified rule: Student may sit or stand to complete work; if compliant during working session, may take a 5 minute break outside for every 15 minutes of work completed.)

One of the ways we could individualize a current expectation is for one of our students who is always listening to music during instruction to be allowed to listen to their music after 15 mins of work. They would be allowed to listen for several timed mins. before needing to return to structured activity.

6. Are there any other thoughts/comments/questions you have about this training?

*It was a pleasure working w/ Ashton & hearing
his thoughts on student behavior!*

Thank you for your participation!

Appendix I
Completed ABC Analysis

ABC Analysis

Date 3/15/18 Name of Person Observed: _____ Observer: RJ

Behavior(s): _____

Date	Time	Antecedent	Behavior	Consequence	Possible Function
3/15	8:20 AM	ENTERED OFFICE	SAID TO STUDENT "I WISH YOU WERENT HERE"	STUDENT TOLD D "SHUT UP"	ATTENTION
3/15	10:40 AM	CROWDING STUDENT AT PROJECTOR	TOUCHING STUDENTS PAPER AND PEN	ASKED TO SIT DOWN AWAY FROM STUDENT	GAIN USE OF PROJECTOR
3/15	11:38 AM	OUT OF CLASS AT BASKETBALL COURT	IGNORED REDIRECT TO RETURN TO CLASS	SUPPORT STAFF CALLED IN TO HELP	ESCAPE
3/15	1:17 PM	THROWING FOOTBALL W STAFF/STUDENTS	RAN OVER TO BASKETBALL COURT AND KICKED BALL OVER FENCE	FORCED TO GO GET BASKETBALL	
3/15	2:34 PM	TOLD BY OTHER STUDENTS TO USE TOOL TO BREAK BAMBOO	STARTED HITTING BAMBOO STALK WITH METAL TOOL	TOOL TAKEN AWAY	ATTENTION
3/15					